Sector Strategy Discussion and Deliverables

October 11 & 12, 2007

Sector: **Basic Education**

Definition: **Basic education –** the ability to read, write and speak English and to use mathematics to an appropriate level – can be a major barrier to employment, training or progression at work and affects large numbers of adults both unemployed and employed.

Goal: To improve basic education of individuals in the State of Utah

Objectives:

1. Re-engage youth and adults into programs delivering basic education

2. Establish and Support intervention programs

3. Strengthen and expand basic education programs and improve access.

4. Improve awareness of basic education and collaboration

WHERE ARE WE GOING AND HOW DO WE GET THERE

OBJECTIVES & PLANNED OUTCOMES (2-year plan)

Prioritize strategies:
- Identify one or two measurable outcomes/objectives:
- Where will this lead?
  - Next steps
    - Action Steps:
    - Who:
    - When:

1. Re-engage Youth and Adults:			
Next Steps Objectives	**Action Steps Outcomes – 2 year plan**	**Who**	**When**

1. Develop methods to access adults and out-of-school youth	a. Develop common definition of dropout
	b. Develop ways to track students more quickly who are out of school
	c. Expand the number of languages available in programs for adults
	d. Better data, ability to access data and share information
	e. Examine FURPA policies and determine ways to access information
	    1. Combined b,d & e. into one action item for accessing data on individuals no longer engaged in the public education system.
	    2. Work with Central Regions Council to develop pilot for release of information, data share project
	f. Improve resources of child care and transportation
	    1. Provide Region Council Coordinators with Legislative budget Highlights
	    2. Encourage Council members to contact their local representatives in support of this funding request
	g. Examine and resolve conflicting policies and outcomes both Federal and State
	1. (as well as truancy vs drop out)
		a1. USOE
		
		b,d,e2 Marty Kelly, Jane Broadhead & Central Region Council
		
		f1. Mike Richardson
		f2. Region Council Coordinator
			April 08
			
			Jan 08
			
			Dec 07
			
			Jan 08

2. Increase the availability of mentors and/or guidance counselors in the high schools and in adult basic education programs	a. Seek additional resources for personnel
	    1. Provide DWS (Mike Richardson) with Legislative budget Highlights
	    2. Provide USOE Legislative budget highlights to Council Coordinators
	    3. Encourage Council members to contact their local representatives in support of this funding request
	b. Examine the use of volunteers in the community to assist
	c. Develop plan to allow DWS employees to mentor students during work hours
		a1, Mary Shumway
		
		a2. Mike Richardson
		a3. Region Council Coordinator
		c. Karla Aguirre
			Dec 07
			
			Dec 07
			
			Jan 08
			
			Mar 08

2. Establish and Support Intervention Strategies			
Next Steps Objectives	**Action Steps Outcomes – 2 year plan**	**Who**	**When**

1. Implement more intervention strategies for high school students	a. Provide the resources of Vocational Rehabilitation and Employment Counselors in the classrooms for students who are at risk of dropping out
	b. Support Utah State Board of Education on Initiatives
	    1. Drop out and Achievement Gap Studies
	    2. Support State Board Initiative on K-6 Math
	    3. Additional Guidance Counselors needed
	    4. Reduce class size
	    5. Funding for remediation while in high school
	c. Utilize FACT model
	d. Intervention starting in the 7th grade		

2. Increase the availability of	a. Seek additional resources for personnel		

mentors and/or guidance counselors in the high schools and in adult basic education programs	1. Provide DWS (Mike Richardson) with Legislative budget Highlights	a1, Mary Shumway	Dec 07
	2. Provide USOE Legislative budget highlights to Council Coordinators	a2. Mike Richardson	Dec 07
	3. Encourage Council members to contact their local representatives in support of this funding request	a3. Region Council Coordinator	Jan 08
	b. Examine the use of volunteers in the community to assist		

3. Strengthen and Expand Basic Education Programs

Next Steps Objectives	Action Steps Outcomes – 2 year plan	Who	When

1. Ensure that adult education programs are available and accessible.	a. Analyze availability of programs in rural areas of the state
	b. Determine if adult education programs are open and available to meet the needs of the customer.
	c. Seek awareness and adequate funding for GED program and testing sites
	d. Focus on programs designed to meet the needs of the individuals not the program.
	e. Ensure accessibility to education for all populations
	f. Enhancing education and life-skill pathways for at-risk youth
	g. Expand partnerships with DWS and Voc Rehab to ensure customers access
	h. Develop programs that go where the students are
	i. Obtain adequate funding for adult education (including indexing to the WPU)
	    1. Define basic education programs in various colleges across the state
	    2. Define the role of UCAT for basic education
	    3. Define the role of the college and university systems
	    4. Define the associated costs
	    5. Provide pathways from basic education to technical training.
	j. Develop and provide a Soft Skills course to High School Students		

2. Implement methods for adults and youth to be more successful in basic education through changes in educational settings, curriculum delivery, and	a. Provide curriculum in relevant, applied ways
	    1. Begin meeting with Regions and employers at Council sponsored round tables
	    2. Develop / modify curriculum to meet the needs of industry
	    3. Begin teaching new curriculum
		a1. S&R Councils
		a2. Adult/Higher Ed
		a3. Adult/Higher Ed
			April 08
			Sept 08
			Sept 09

expanding access to programs.	b. Provide intervention coaches		
	c. Provide special education information to adult education staff and programs	c. Russ Thelin, Marty Kelly & UCAT	Dec 07
	d. Encourage one education functioning level (EFL) gain each year for youth 1. Prepare side-by-side of DOL Literacy / Numeracy Outcome to Adult Ed outcomes.	d1. Connie Laws, Jane Broadhead & Marty Kelly	Nov 07
	2. Identify Differences 3. Work with DOL Regional Office to submit recommendations for DOL Literacy / Numeracy Outcomes to National office	d2. Connie Laws & Jane Broadhead	Nov 07
	4. Assist Utah in recommendations moving forward to DOL National Office	d3. Connie Laws, Jane Broadhead & Marilyn Brandenburg	Dec 07
	e. Expand program access meeting the students' needs rather than the programs' needs. f. Restructure adult education programs to allow for a broader range of access both in the workplace and at the ATC's and colleges		
	g. Support development of addition and alternative pathways for access to basic education	d4. Marilyn Brandenburg	Jan 08
	h. Expand testing options: Increase Spanish GED preparation and testing opportunities. i. Expand testing availability of the TABE 1. Re-testing 2nd time in Adult Ed a problem because need seat time before retest j. Ensure accessibility to education for all populations k. Enhancing education and life-skill pathways for at-risk youth		
3. Develop and implement alternative pathways for at risk, out-of-school youth disabled and adult education students to access technical training.	a. Establish partnerships with DWS, Voc. Rehab. and Industry to ensure industry specific courses are developed and available. •		

4. Improve Awareness of Basic Education and Collaboration:
Gain commitment from community leaders, agencies, industries, and the general populaces to support the goals of the State Workforce Investment Board for enhancing access to basic skills programs for youth and adults.

Next Steps Objectives	Action Steps Outcomes – 2 year plan	Who	When
1. Develop, execute, and act on an awareness and marketing plan involving DWS, education, rehabilitation, industry, civic leaders and the community at large regarding the importance of basic education.	a. Develop awareness materials b. Share Information c. FACT is a good model to use again? d. Share Information e. Encourage employers to be come more supportive of basic education f. Provide information to youth and adults about the importance of obtaining basic education skills Develop family literacy information/ focus on family literacy (generational issues)		

2. Support and encourage expansion of the established partnerships	a. Develop consortium with employers to determine what specific needs are and how they can work together for client to access services …
	   1. Identify needs
	   2. Tax breaks (incentives for employers)
	   3. Encourage employers to provide a site to teach/ Improve access to basic education in the work setting
	   4. Look at training costs (?)
	   5. Examine any disincentives for basic ed (example of housekeepers)		

3. Increase understanding of the community of the importance of technical training opportunities	a. Develop information for youth and adults on career and technical training opportunities in the colleges (including UCAT)
	b. Expand the Adult Education to Careers model
	   1. Begin meeting with Regions and employers at Council sponsored round tables
	   2. Develop / modify curriculum to meet the needs of industry
	   3. Begin teaching new curriculum
		a. & b
		Public & Higher Education Regional Councils
			April 07 through Sept 09 (see Strategy 3, 2a)

NOTES FROM THRUSDAY'S WORK

Basic Education
The ability to read, write and speak English and use mathematics to an appropriate level. Barrier to employment, training, or procession of work

Why? Goal
Improve basic education of individuals in Utah

What? Objectives
To reengage youth
To reengage adults
To engage interventions- high school
To strengthen basic education programs in higher ed
Gain commitment and collaboration
Increase access to programs

How?
Track youth
Mentors/ Guidance
Access - expand
Marketing plan
Adequate funding for adult ed
Pathway to technical training
                UCAT
                colleges
GED accessible
          Spanish
Dropout initiative
Industry partnerships to
- Identify needs
- Tax breaks
- Site to teach
- Training costs
- Disincentive for basic ed

Special Ed info to Adult Ed
Family literacy- educate parents, etc.
Business support . Basic Ed training
Define Dropout

Intervention
- Mentors- High School
- Catch in 7th grade
- Mentors- UCAT (Intervention)

Change delivery
Change "you need math"- Alternate settings, take test
Share information
Action that doesn't require funding
Go to students
Conflicting outcomes and strategies (W)
Compete for students (W)
FACT program
Youth aware of the need for basic ed
Voc Rehab and employment counselors come in to schools
High school credit standardization
Policy- (Truent kid consequence

Who?
State Level Ed
Region Level
Employer
School Districts
Community Based Organizations